

Strand: Geography

Theme: Locations

Purpose for Reading: To develop understandings of big cities and what they might look like.

Comprehension Strategies: Asking and answering questions, making inferences, comparing and contrasting.

Vocabulary

Dictionary Words: Opera House, palace, skyscrapers, taxis

Vocabulary Words: Buckingham Palace, Chrysler Building, Empire State Building, New York, Sydney Opera House, Taipei, thirty-four million, Tokyo, waterfront

High-Frequency Words: big, get, has, of, one, over, people, some, take, that, them, there, three, very, with

Before Reading

- Invite students to discuss what a big city is. *What sorts of things do you think you would find in a big city?* List all the things students know about big cities on a chart or on the board.
- Read the title and ask students to describe what they notice about the city in the cover photo.
- Read the title page together. *Which city is this?* Explain that many cities have a special landmark that makes them easy to recognize. Ask students what the special landmark in this photo is.
- Tell students that this book looks at some big cities and shows some things you find in big cities.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read

and discuss the photos and labels. Ask students to describe what they see in each photo. Use questions such as, *Why do you think there are so many taxis in this photo? What is a palace? What would you expect a palace to be like inside? What is a skyscraper? Why do you think these tall buildings are called skyscrapers?*

Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and describe what they see. *Does this look like a busy city?* Read the caption and discuss the number thirty-four million. *Why might lots of people want to live in this city?*
- Pages 6–7: Discuss the photo and read the caption. *What might it be like to drive around in this city? Why might many people take taxis? Do you think many people would use buses, train, ferries, and other group transport? Why?*
- Pages 8–9: Have students look at the tall buildings in this photo. *Why do you think there are so many tall buildings in big cities?* Read the labels and caption. Tell students the Empire State Building is a landmark in New York. Tell students to look closely at the photo and suggest why these buildings may be regarded as skyscrapers.
- Pages 10–11: Tell students to look at this photo and read the caption. Discuss what Buckingham Palace is and where it is located. *Does the whole city of London look like this? Why might the Queen of England live in a building this large?*
- Pages 12–13: Ask students whether they recognize the city in the photo. *What do you recognize?* Recall

the conversation about the Opera House being a landmark that makes Sydney easy to recognize.

Is the Opera House a skyscraper?

- Pages 14–15: Have students look at the map, read the title, and suggest what this map shows. *Are any of the biggest cities in the world in Australia?* Read the key and locate each of the cities on the map.

Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Have students continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Have students revisit the chart or list of their prior knowledge of big cities. Read the list together. Return to the book and talk about the new information about big cities. Beside the prior knowledge list, record all the new information students have acquired since reading the book. Reread the list together. Compare what they know now with what they knew before reading. Ask questions such as, *Why do you think lots of people work in big cities? Why do lots of people live in tall buildings in big cities?*
- Turn to page 3 and compare the size of the cities on the graph. *Which city is the biggest? How do we measure the size of a city? Why might Tokyo be so much bigger than the others on the graph? What do you notice*

about the next three cities on the graph?

- Have students discuss the similarities and differences between the big cities in the book.

Vocabulary and Word Recognition

- Have students locate the word *very* in the book. Have them write the word five times, saying the word each time.
- Have students find the word *tallest*. Ask them to find the part of this word that says *tall*. Ask them what has been added to *tall* to make *tallest*. Write the two words on the board. Write *small* beneath the word *tall*. Call on a student to write the word *smallest* next to the word *small*.

Oral Language

Have the students work with a partner, using the book to ask each other questions about big cities. For example, one student may ask, *Which is the biggest city on Earth?* The other student must find the answer.

Writing

- Have students choose one city and write all the information they know about that city.

Creative Extension Activities

- Have students make a crayon and water paint resist to show one of the city's skyscrapers.
- Have students design and create an interesting landmark for your city or town.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Use the book to help you answer the questions.

Which city is the biggest on Earth?

How do people in big cities get around?

What is the tallest building in the world?

What are two skyscrapers in New York?

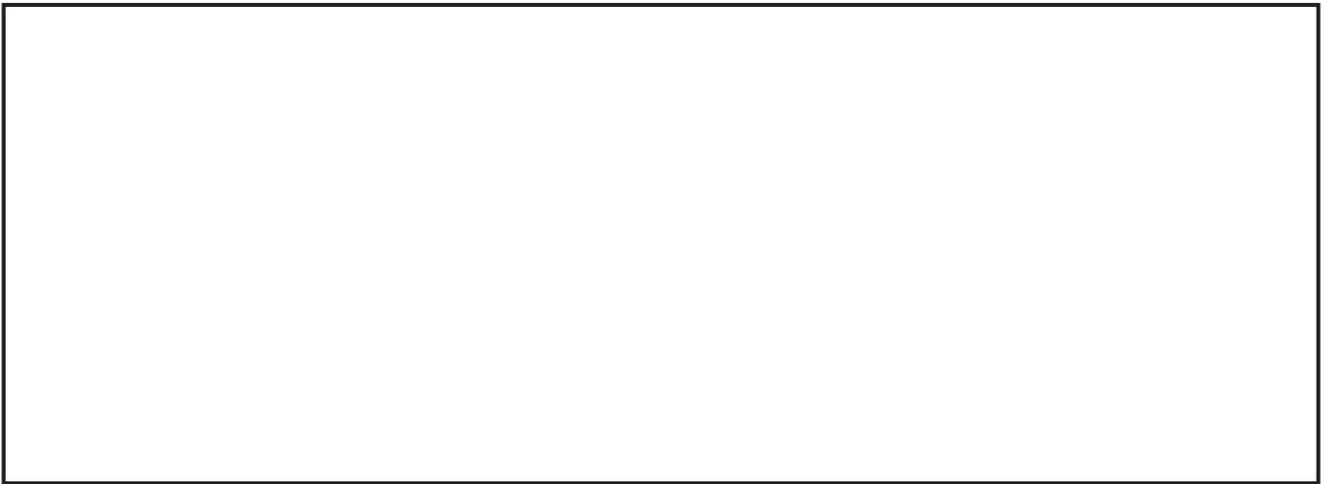
What is a famous landmark in Sydney?

Which big city would you like to visit? Why?

Name: _____

Read and draw.

The Sydney Opera House is on the waterfront.
Lots of boats sail by the Sydney Opera House.



New York is a very busy city. People can take
taxis, buses, trains, or ferries to get to work.

